

STATE BOARD OF EDUCATION
Consent Item
January 21, 2014

SUBJECT: Approval of the Division of Florida Colleges Employment Equity Accountability Program Progress Report for 2011-2012 through 2012-2013

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1012.86, Florida Statutes

EXECUTIVE SUMMARY

Pursuant to Section 1012.86, Florida Statutes, each Florida College System institution shall develop a plan for increasing the representation of minorities and females in specific employment positions: senior level administrative positions, full-time faculty, and employees who have attained continuing contract status for instructional positions. The statute requires that the plans include measurable goals, objectives, strategies and timelines for accomplishing these goals and objectives. The statute also requires that college presidents and the heads of each college's major administrative divisions be evaluated annually on the progress made toward meeting the goals and objectives of the college's plan. Each college president is also required to annually update their respective employment accountability plan. This information is the foundation for The Florida College System Employment Equity Accountability Program Progress Report. It reflects progress made toward diversity in employment and recruitment that has occurred in Florida's College System during the school years, 2011-2012 through 2012-2013.

Supporting Documentation Included: The Division of Florida Colleges Employment Equity Accountability Program Progress Report for 2011-2012 through 2012-2013

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**Employment Equity Accountability Program
Progress Report for 2011-2012 through 2012-2013
The Division of Florida Colleges**

**The Florida College System
Employment Equity Accountability Program Progress Report
For 2011-2012 through 2012-2013**

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Introduction

Pursuant to section (§)1012.86, Florida Statute, (F.S.), *Florida College System institution employment equity accountability program*, each Florida public college shall develop a plan for increasing the representation of minorities and females in three specific employment categories: senior-level administrative positions, also referred to as Executive/Administrative/Managerial (EAM) positions; full-time instructional staff; and instructional staff with continuing contracts. Each college president is also required to annually update their respective employment accountability program plan. This information is then used to prepare the Florida College System Employment Equity Accountability Program Progress Report. This report reflects progress made toward increasing diversity in employment and recruitment efforts that have occurred in the Florida College System from 2011-2012 to 2012-2013, or the last academic year. The statute requires the State Board of Education to submit this report to the President of the Senate and the Speaker of the House of Representatives. For purposes of this report, the terms, the “Florida College System” or “college(s)” are used to refer to the collective body of Florida’s 28 public state colleges, colleges, and community colleges.

Section 1012.86, F.S., further requires colleges to establish employment goals to increase minority and female representation in the previously identified categories and to develop methods and strategies to increase employment in those areas where goals were not achieved. Colleges establish quantitative employment goals based on statutorily-required national standard benchmarks by which to measure progress and correct the under-representation of minority and/or female employees. The benchmarks are derived from the United States Census Bureau American Community Survey (U.S. Census), and include estimated percentage rates of persons over the age of 25, by race and gender, with earned credentials necessary to hold college senior-level and faculty positions. The colleges were provided U.S. Census data, reflecting the estimated percentage of persons by race and gender, who have obtained baccalaureate, graduate or professional degrees, and who reside in the catchment area of each college’s service region.

This report summarizes responses from college presidents and their respective boards of trustees to the requirements of the statute. Analysis is based upon the employment data provided by the 28 colleges to the Division of Florida Colleges, via the personnel database and the Integrated Postsecondary Education Data System (IPEDS), Fall staff Annual Personnel Report (APR) 2008-09 – APR 2012-13. The analysis in this report also summarizes specific methods and strategies reported by individual colleges to further increase the representation of minorities and females in EAM, full-time instructional, and instructional with continuing contracts. Finally, as required by statute, the report summarizes information regarding annual evaluations of college presidents and certain college administrative divisions on efforts toward increasing diversity and meeting the goals and objectives of each college’s employment equity accountability program plan.

Summary of Progress (All Colleges)

Data in this report reflects the numerical changes, percentage differences and percentages of total system-wide minority and female personnel from 2011-2012 to 2012-2013 in EAM, full-time instructional and instructional staff with continuing contracts. Minority positions are categorized according to blacks, Hispanics and other minorities. Other minorities are comprised of Asians, Hawaiian/Pacific Islanders, Native Americans, Alaskan Natives, bi-racial minorities and multi-racial minorities. See Appendix 1: Historical Personnel Trends from 2008-09 through 2012-13 for detailed data.

Executive/Administrative/Managerial Staff

The total number of persons in EAM positions in the Florida College System increased two percent from 1,146 in 2011-2012 to 1,169 in 2012-2013 (a net increase of 23 positions).

Positions in this category occupied by minorities and females fluctuated as follows:

- Positions occupied by black personnel increased slightly, from 143 to 150. System-wide, there was an increase of seven black females and no change among black males. The total percentage of black persons in EAM positions, 12.8 percent, surpasses the U.S. Census benchmark of 5.3 percent, and was slightly higher than in 2011-2012. The increase in black personnel reflects a 4.9 percent increase among black EAM personnel in the Florida College System.
- Positions occupied by Hispanic personnel decreased slightly, from 110 to 104. System-wide, there was a decrease of five females and one male. The total percentage of Hispanic persons in EAM positions, 8.9 percent, was 0.7 of a percentage point less than in 2011-2012, and did not surpass the U.S. Census benchmark of 11.8 percent. The percentage of Hispanic personnel, system-wide reflects a decrease of 5.5 percent for all Hispanic EAM personnel.
- Positions occupied by other minorities increased by one, from 26 to 27. System-wide, there was an increase of one female and no change among males. The total percentage of other minorities in EAM positions, 2.3 percent, remained the same as in 2012-2013, and does not surpass the U.S. Census benchmark of 5.4 percent. The increase among other minorities reflects an increase of 3.8 percent among all other minority EAM personnel.
- Positions occupied by females increased from 598 to 624, or by 26, system-wide. The total percentage of females in EAM positions, 53.4 percent, reflects an increase of 1.2 percent over 2011-2012 and surpasses the U.S. Census benchmark of 44.7 percent. The increase in females reflects an increase of 4.3 percent among all female EAM personnel.

Overall, with the exception of Hispanics, colleges have increased the representation of minorities and females in EAM positions. There continues to be an increase in the representation of females in EAM positions, compared to males. When asked what barriers colleges face in efforts to recruit and hire more minorities and/or females, colleges report that budgetary restrictions for recruitment and low turnover continue to account for the small changes in employment.

Full-time Instructional Staff

The number of persons among full-time instructional staff within the Florida College System increased from 5,622 in 2011-2012 to 5,682 in 2012-2013, or by 1.1 percent. There was a net increase of 60 positions. Positions in this category occupied by minorities and females fluctuated as follows:

- Positions occupied by black personnel increased by 22, from 544 in 2011-2012 to 566 in 2012-2013. There was an increase of six females and 16 males. The percentage of black persons in full-time instructional positions in 2012-2013 was 10.0 percent and surpasses the U.S. Census benchmark of 5.3 percent.
- Positions occupied by Hispanic personnel decreased by one and remains flat numerically. There were 598 Hispanics in 2011-2012, compared to 597 in 2012-2013; and, of those, 331 are female and 266 are male. The percentage of Hispanic personnel, 10.5 percent, remains less than the U.S. Census benchmark of 11.8 percent.
- Positions occupied by other minorities increased by 19, from 253 in 2011-2012 to 272 in 2012-2013. There was an increase of 7 females and 12 males. The total percentage of other minorities in full-time instructional positions, 4.8 percent, is below the U.S. Census benchmark of 5.4 percent.
- Positions occupied by females increased by 29, from 3,179 in 2011-2012 to 3,208 in 2012-2013. The total percent of females in full-time instructional positions, 56.5 percent, remains higher than the U.S. Census benchmark of 44.7 percent.

With the exception of Hispanics, the percentage of positions held by minorities and females in full-time instructional positions in the Florida College System increased from 2011-2012 to 2012-2013. Numerically, there were increases among blacks, other minorities and females. There continues to be more females, compared to males in full-time instructional positions.

Instructional Staff with Continuing Contracts

The number of persons among instructional staff with continuing contracts in the Florida College System reflected a decrease, from 3,936 in 2011-2012 to 3,928 in 2012-2013. Positions in this category occupied by females and minorities fluctuated as follows:

- Representation by black personnel decreased from 360 positions in 2011-2012 to 356 positions in 2012-2013. There were 205 females, compared to 151 males. The percent of black persons in full-time instructional positions, 9.1 percent, continues to surpass the U.S. Census benchmark of 5.3 percent.
- Positions occupied by Hispanic personnel reflected an increase from 11.4 percent in 2011-2012 to 11.7 percent in 2012-2013. Numerically, there was an increase of 10 positions. Females outnumber males, 251 to 209. The percentage of Hispanic full-time instructors, 11.7 percent, is less than the U.S. Census benchmark of 11.8 percent.

- Positions occupied by other minorities increased from 4.6 percent in 2011-2012 to 5.1 percent in 2012-2013. This change reflects an increase of 19 instructors who acquired continuing contract status and a percentage increase of 10.5 percent for other minorities. Among other minority instructors with continuing contracts, there were 104 males, compared to 96 females. System-wide, the percentage of other minority personnel, 5.1 percent, is less than the U.S. Census benchmark of 5.4 percent.
- Positions occupied by females remained steady, increasing by one position. Females represented 55.8 percent of the total instructional staff with continuing contracts in 2012-2013 and continue to surpass the U.S. Census benchmark of 44.7 percent.

The percentage of positions held by minorities, with the exception of blacks, increased in continuing contract instructional positions in the Florida College System and remained flat for females. Numerically, there were 2,192 female instructors, compared to 1,735 males. Representation is comparable or exceeds the U.S. Census benchmarks in all categories.

College Employment Compared with National Standards

This section examines how well colleges were able to meet or exceed national benchmarks established as goals for increasing the percentages of minorities and females in the three employment categories: EAM, full-time instructional staff and instructional staff with continuing contracts. The majority of positions in these categories requires a graduate or higher professional degree; therefore, U.S. Census data that reflects educational attainment is used. Each year, colleges receive educational attainment data from the U.S. Census Bureau, American Community Survey. The data is reflective of the regional counties served by each college. The U.S. Census data provided for purposes of the colleges' annual equity plans reflects percentages of persons over the age of 25 by race and gender who held baccalaureate degrees and graduate degrees or higher in 2009.

Based on system-wide data for college personnel employed in EAM, full-time instructional and instructional with continuing contracts, the following data and trends are noted for how well colleges met or surpassed their respective U.S. Census benchmarks. The following table, *A. Benchmark Achievements by College*, reflects each college's achievement toward meeting or surpassing benchmarks for each race and for females in each employment category. Total numbers and percentages are reflected at the bottom of the table for the system as a whole.

A. Benchmark Achievements by College

Legend: B: Blacks; H: Hispanics; OM: Other Minorities; F: Female

College	EAM					Instructional					Instructional with Contracts			
	B	H	OM	F		B	H	OM	F		B	H	OM	F
Broward College	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓
Chipola College				✓										
College of Central Florida	✓			✓		✓		✓						✓
Daytona State College	✓	✓		✓		✓	✓		✓		✓	✓	✓	✓
Eastern Florida State College	✓			✓		✓		✓	✓		✓		✓	✓
Edison State College	✓			✓		✓	✓		✓		✓		✓	✓
Florida Keys Community College	✓			✓				✓	✓			✓	✓	✓
Florida Gateway College				✓			✓		✓			✓		✓
Florida State College at Jacksonville	✓			✓		✓	✓	✓	✓		✓	✓	✓	✓
Gulf Coast State College	✓	✓		✓		✓	✓		✓		✓			✓
Hillsborough Community College	✓	✓		✓		✓	✓		✓		✓	✓		✓
Indian River State College	✓	✓				✓	✓	✓	✓		✓	✓	✓	✓
Lake-Sumter State College	✓		✓	✓		✓			✓		✓			✓
Miami Dade College	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓
North Florida Community College			✓	✓			✓	✓	✓			✓	✓	
Northwest Florida State College	✓		✓	✓		✓		✓	✓		✓		✓	✓
Palm Beach State College	✓	✓	✓	✓		✓	✓		✓		✓	✓		✓
Pasco-Hernando Community College	✓	✓				✓	✓		✓		✓			✓
Pensacola State College	✓	✓		✓		✓	✓	✓	✓			✓	✓	✓
Polk State College	✓	✓		✓		✓	✓	✓	✓		✓	✓		✓
Santa Fe College	✓			✓		✓	✓		✓		✓	✓		✓
Seminole State College of Florida	✓	✓		✓		✓	✓		✓		✓	✓		✓
South Florida State College	✓	✓		✓		✓			✓					✓
St. Johns River State College	✓			✓		✓			✓		✓			✓
St. Petersburg College	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓
State College of Florida, Manatee-Sarasota	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
Tallahassee Community College				✓		✓	✓		✓		✓	✓		✓
Valencia College	✓			✓		✓			✓					✓
TOTALS	24	14	5	26		24	19	13	26		20	17	13	26
Percent of colleges meeting U.S. Census benchmarks	86%	50%	18%	93%		86%	68%	46%	93%		71%	61%	46%	93%

Noteworthy:

- State College of Florida, Manatee-Sarasota, met benchmarks for all minorities and females in every category of employment in this year’s study. This is the second consecutive year for this college to meet all benchmarks.
- Three colleges, Broward College, Miami Dade College and St. Petersburg College, met benchmarks in all but one category.
- The percentage of colleges achieving benchmarks for females was 93 percent in all employment categories.
- The percentages of colleges achieving benchmarks for blacks were the second highest in all employment categories.

The following table, *B. Benchmark Achievements*, offers a comparison of the number of colleges that achieved benchmarks in 2011-2012 to achievements in 2012-2013 by race and for females in each employment category.

B. Benchmark Achievements

Race/ Gender	EAM		Full-time Instructional		Instructional with Contracts	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Black	21	24	25	24	21	20
Hispanic	19	14	16	19	15	17
Other Minorities	6	5	13	13	11	13
Female	23	26	28	26	27	26

Benchmark Trends:

- More colleges achieved benchmarks for blacks in EAM positions than in the previous year. The percentage of colleges achieving benchmarks for blacks remains over 70 percent in all three categories of employment.
- The number of colleges achieving benchmarks for Hispanic employment increased in both instructional categories, but decreased in EAM positions.
- Colleges continue to struggle to meet benchmarks for other minorities, especially in EAM positions.
- Overall, with the exception of two colleges, benchmarks for females were achieved in all categories. There was an increase in females in EAM positions and a slight decrease in both instructional categories in 2012-2013.

Summary of Employment of Targeted Positions:

Overall, the Florida College System continues to increase the representation of minorities and females in the targeted employment categories where opportunities are present, such as vacancies from persons leaving the system or from retirements. Colleges continue to struggle to attract and hire other minorities, especially for EAM positions. Additionally, for some smaller and rural colleges, EAM staff is small; and the addition or loss of just one person can significantly alter the percentage of any particular race or gender.

Due to budgetary constraints, employment demographics have remained somewhat flat over the last three years. Some colleges have identified barriers that impact their ability to hire more

persons in general. Some of the barriers reflected in the college annual equity update reports mirror those expressed in the previous year's reports and include:

- Budget issues, resulting in few new funds to create positions or to pay competitive salaries that will attract minorities and females.
- Competition from universities who also target minorities and females and may be able to pay more competitive salaries.
- Low turnover rates among employees, thus limiting the number of vacancies.
- The lack of local talent regarding higher education achievement to meet job requirements.

Some rural colleges do not have a high representation of minorities with graduate degrees or higher from which to recruit; however, most have recruiting strategies that expand beyond the college's service area.

Despite barriers, Florida's colleges continue to implement methods and strategies to increase the representation of minorities and females in the targeted employment categories; and they continue to evaluate key executive personnel, including efforts by college presidents to achieve goals. The next section presents a sampling of methods and strategies submitted by colleges as part of their employment equity accountability plans.

Methods Reported for Increasing Diversity in Employment

EAM and Full-time Instructional Positions

Methods and strategies submitted by colleges to increase the representation of minorities and females in EAM and faculty positions vary. The most common strategies include the following:

- Advertising and posting vacancies on websites and in publications that target minority populations.
- Creating a Minority Recruitment Taskforce to evaluate hiring trends and data and to determine if barriers exist in current practices for hiring minorities.
- Establishment of a minority recruitment source guide that lists diversity websites and related information.
- Sending job postings to presidents of NAACP organizations to send to members.
- Increasing efforts in recruitment on a national scale when the college can afford to do so.
- Providing professional development, including opportunities for advanced educational attainment to prepare personnel for promotion into EAM positions.
- Implementing required diversity training, especially among supervisors and administrators.
- Increasing cultural educational activities to increase diversity awareness and understanding within the college community.
- Ensuring that there are diversity representatives serving on search committees and ensuring that candidate pools include persons of diversity whenever possible.
- Encouraging faculty and other personnel to represent the college in the community as ambassadors and mentors to a diverse population of high school students aspiring to have careers in higher education.

Continuing Contract Instructional Positions

Colleges are charged with developing methods and strategies to increase the employment of minorities and females for faculty positions that evolve into continuing contracts, especially if data reflect that current employment levels of females and minorities are below benchmarks. The following trends are noted:

- All full-time faculty are encouraged to strive for continuing contract status.
- Colleges continue to focus on the recruitment and hiring of more minorities into instructional positions who will eventually be qualified for continuing contract status.
- Professional development is offered to full-time faculty to prepare them for consideration for continuing contract status.
- Colleges provide assistance to faculty in preparation of portfolios required for continuing contract status.
- Colleges utilize adjunct pools for full-time recruitment and eventual continuing contract status.
- Information is provided during new employee orientation related to the college's process toward achieving continuing contract status.
- Some colleges provide tuition reimbursement to help faculty in professional development as a step toward continuing contract status.
- Colleges offer other professional development, training, assessment and feedback during the process.

Additional Employment Equity Accountability Program Requirements

In addition to data analysis, establishment of goals to reach benchmarks and developing methods to increase the employment of minorities and females, colleges must also include additional information in their respective plans. The following information relates to granting continuing contract status.

1. Requirements to grant a continuing contract:

- Colleges are in the process of revising policies and procedures for granting continuing contract status in order to comply with Rule 6A-14.0411, Florida Administrative Code (FAC), which was amended April 23, 2013. The amendment changes the minimum length of time a faculty member must be employed before becoming eligible for continuing contract status and it changes the criteria under which faculty are evaluated for this status.
- During 2012-2013, all candidates must be full-time faculty and with a satisfactory performance for a minimum of three years of continuous service and in a period not to exceed five successive years starting from their first year, except for leave duly authorized and granted. Under Rule 6A-14.0411, FAC, the minimum time for continuous service will change to five years and in a period not to exceed seven years.
- All recommendations for continuing contracts are submitted to college presidents for consideration and for presentation to the boards of trustees for final approval.

2. A brief description of the process used to grant continuing contract status:

Colleges reported similar processes as have been used in recent years. For 2012-2013, those processes include some of the following:

- Application for tenure
- Student opinion surveys
- Completion of a tenure portfolio that documents accomplishments, training and professional development
- Regular self-assessment
- Evidence of significant contributions to the college and the community and teaching excellence
- Having been appointed a fourth year without reservation
- Successful completion of additional coursework
- Majority recommendation by committees (including faculty tenure committees) and/or college administrators (vice presidents and provosts) who make recommendations to the college president
- Demonstration of professional competence and mastery of subject matter
- Peer reviews
- Classroom instructional reviews by deans and/or associate deans
- Annual performance reviews
- Accomplishment of individualized goals
- Must meet educational qualifications required by Southern Association of Colleges and Schools (SACS)
- Consideration of the length of time, the duties and responsibilities of the position

Beginning with the 2013-2014 Employment Equity Accountability Program, colleges will be expected to develop processes used to grant continuing contracts to comply with Rule 6A-14.0411, FAC. Part (3) of the rule states, “Each board of trustees, after receiving a recommendation from the president and ensuring that input has been received from the faculty, shall establish criteria which must be met by a full-time faculty member before a continuing contract may be awarded:

(a) Such criteria shall include:

1. Quantifiable measured effectiveness in the performance of faculty duties;
2. Continuing professional development;
3. Currency and scope of subject matter knowledge;
4. Relevant feedback from students, faculty and employers of students;
5. Service to the department, college and community; and,
6. Criteria determined by the board under subsection (8) of this rule.”

Subsection (8) of this rule also requires district board of trustees to develop appropriate criteria to measure student success. Colleges should report these criteria and new processes in their 2013-2014 College Equity Update Reports.

3. A brief description of the process used to apprise eligible faculty members of progress toward achieving continuing-contract status. Responses from the colleges included:

- Notification letters are mailed to faculty members in April of each year.
- Candidates not approved must be notified by April 1 each year.
- Contract status is discussed each year during performance evaluations.
- Orientation sessions related to the continuing contract process are conducted.
- Notification of eligibility is provided to faculty the year prior, so they can begin the process.
- Commentaries on the portfolio progress are provided each year, so faculty can make adjustments.
- Portfolios are evaluated annually.
- Along with evaluations, immediate supervisors discuss strengths and weaknesses and may recommend professional development or training.
- Student evaluations are used to evaluate instructors, and instructors review these with their supervisors.
- Division chairs work with faculty to ensure their success in the process.
- Eligibility is determined by the annual evaluation.
- Development plans may be used to assist instructors in the process.
- Candidates may attend faculty senate meetings to be kept apprised of status.
- Faculty members under consideration for continuing contract status receive feedback based on the review of their self-evaluation package, which includes results of peer reviews and student evaluations.

Additional requirements for each plan include:

1. Colleges must also address how their institution president and the heads of each major administrative division are evaluated on progress made toward meeting the goals and objectives of their college's employment accountability plan.
 - For 2012-2013, colleges reported that department chairpersons, deans, provosts and vice presidents were evaluated on their efforts to achieve diversity as part of their annual performance appraisals.
 - Colleges also reported that if evaluations indicated that an administrator's efforts were less than satisfactory, a course of corrective action was developed by that college's respective president.
2. Colleges are required to submit information that summarizes the annual evaluation of their respective college president by the college's board of trustees regarding the president's achievement of annual and long-term goals for employment equity.
 - Colleges submitted verification that their respective presidents were evaluated regarding their efforts to achieve annual and long-term goals. Colleges with new presidents who had been employed less than one year reported that the evaluation summary would be included in the next college equity report.
 - Summaries of each college president's efforts to achieve employment equity goals were also included in each college report as appropriate.

3. Colleges are also required to include a description of any budgetary incentive plans to support and ensure attainment of the goals developed through the plan.
 - All colleges submitted information related to budgetary plans as per this requirement. However, several colleges also reported that due to budget cuts, there were limitations in how well they could implement their plans.
4. Personnel information must be included in each college's plan that describes job classification titles, appointment status, and salary information.
 - All colleges submitted data reports and salary information as required by the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS).

Related Information and Conclusion

The Division of Florida Colleges has administrative responsibility for functions related to equity and civil rights compliance within the Florida College System. In addition to requirements under §1012.86, F.S., the Division of Florida Colleges is also responsible for requirements associated with the Florida Education Equity Act, §1000.05 F.S., and other applicable federal civil rights regulations. Federal laws include Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act, Title II implementing the Americans with Disabilities Amendment Act of 2008, the Age Discrimination Act and Title IX, which prohibits discrimination based on sex in any educational programs, activities or employment. The Division of Florida Colleges provides on-going training and technical assistance to colleges in efforts to increase diversity among traditionally underrepresented groups of employees and students. Additionally, technical assistance is provided as required in statute to persons designated by each college to be responsible for civil rights compliance issues and for preparing annual updates to each college's educational and employment equity accountability plans. This ensures that relevant statutory requirements are met, and that goals and strategies provide reasonable promise of success. The Division of Florida Colleges also serves in the capacity of coordinator of methods of administration as required by U.S. Department of Education, Office for Civil Rights. This requires annual civil rights compliance reviews of selected colleges. Technical assistance is provided to ensure that no student or employee is discriminated against on the basis of race, color, ethnicity, national origin, sex, disability, genetic information, or marital status in the Florida College System. This concludes the report which addresses reporting requirements under §1012.86, F.S.

APPENDIX 1

Historical Personnel Trends by Gender and Race for
Executive/Administrative/Managerial, Full-time Instructional,
and Continuing Contract Instructional Staff in
The Florida College System

Florida College System

College: System

Historical Track of College Full-Time Exec/Administrative/Managerial Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment												
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2008-09		2009-10		2010-11		2011-12		2012-13		# DIF	% DIF	
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	2011-12	2011-12	
Black	Female	62,437	3.6	31,228	3.1	11.7%	67	6.1	67	5.9	67	5.9	78	6.8	85	7.3	7	9.0%	
	Male	44,118	2.5	21,889	2.2	6.88%	71	6.5	67	5.9	64	5.6	65	5.7	65	5.6	0	0.0%	
	Total	106,555	6.1	53,117	5.3	18.5%	138	12.6	134	11.8	131	11.5	143	12.5	150	12.8	7	4.9%	
Hispanic	Female	93,653	5.4	56,185	5.6	13.7%	51	4.7	53	4.7	55	4.8	56	4.9	51	4.4	-5	(8.9%)	
	Male	83,552	4.8	63,062	6.3	9.64%	33	3.0	39	3.4	52	4.5	54	4.7	53	4.5	-1	(1.9%)	
	Total	177,205	10.1	119,247	11.8	23.4%	84	7.7	92	8.1	107	9.4	110	9.6	104	8.9	-6	(5.5%)	
Non-Resident Aliens	Female	0	0.0	0	0.0	0.96%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0.0	0	0.0	0.79%	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1	1	100.0%	
	Total	0	0.0	0	0.0	1.75%	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1	1	100.0%	
Other	Female	50,550	2.9	23,151	2.3	6.75%	11	1.0	13	1.1	20	1.7	15	1.3	16	1.4	1	6.7%	
	Male	42,070	2.4	30,855	3.1	5.84%	8	0.7	7	0.6	12	1.0	11	1.0	11	0.9	0	0.0%	
	Total	92,620	5.3	54,006	5.4	12.6%	19	1.7	20	1.8	32	2.8	26	2.3	27	2.3	1	3.8%	
White	Female	657,337	37.6	340,522	33.8	24.6%	436	39.8	452	39.8	448	39.2	449	39.2	472	40.4	23	5.1%	
	Male	716,609	40.9	441,562	43.8	19.2%	419	38.2	438	38.6	426	37.2	418	36.5	415	35.5	-3	(0.7%)	
	Total	1,373,946	78.5	782,084	77.6	43.7%	855	78.0	890	78.3	874	76.4	867	75.7	887	75.9	20	2.3%	
Total	Female	863,977	49.4	451,086	44.7	57.7%	565	51.6	585	51.5	590	51.6	598	52.2	624	53.4	26	4.3%	
	Male	886,349	50.6	557,368	55.3	42.3%	531	48.4	551	48.5	554	48.4	548	47.8	545	46.6	-3	(0.5%)	
	Total	1,750,326	100.0	1,008,454	100.0	100%	1,096	100.0	1,136	100.0	1,144	100.0	1,146	100.0	1,169	100.0	23	2.0%	

CCTCMIS EQUITY 01/14/13 17:00:55 Source: APR2009 - APR2013, 2009 American FactFinder Educational Attainment Census Data, SDB2012

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
 Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

Florida College System

College: System

Historical Track Of College Full-Time Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2008-09		2009-10		2010-11		2011-12		2012-13		# DIF	% DIF
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	2011-12	2011-12
																	2012-13	2012-13
Black	Female	62,437	3.6	31,228	3.1	11.7%	316	5.9	315	6.0	308	5.7	321	5.7	327	5.8	6	1.9%
	Male	44,118	2.5	21,889	2.2	6.88%	199	3.7	200	3.8	203	3.7	223	4.0	239	4.2	16	7.2%
	Total	106,555	6.1	53,117	5.3	18.5%	515	9.7	515	9.8	511	9.4	544	9.7	566	10.0	22	4.0%
Hispanic	Female	93,653	5.4	56,185	5.6	13.7%	275	5.2	283	5.4	306	5.6	333	5.9	331	5.8	-2	(0.6%)
	Male	83,552	4.8	63,062	6.3	9.64%	224	4.2	231	4.4	251	4.6	265	4.7	266	4.7	1	0.4%
	Total	177,205	10.1	119,247	11.8	23.4%	499	9.4	514	9.8	557	10.3	598	10.6	597	10.5	-1	(0.2%)
Non-Resident Aliens	Female	0	0.0	0	0.0	0.96%	10	0.2	8	0.2	8	0.1	12	0.2	11	0.2	-1	(8.3%)
	Male	0	0.0	0	0.0	0.79%	7	0.1	7	0.1	10	0.2	15	0.3	15	0.3	0	0.0%
	Total	0	0.0	0	0.0	1.75%	17	0.3	15	0.3	18	0.3	27	0.5	26	0.5	-1	(3.7%)
Other	Female	50,550	2.9	23,151	2.3	6.75%	82	1.5	92	1.7	115	2.1	130	2.3	137	2.4	7	5.4%
	Male	42,070	2.4	30,855	3.1	5.84%	88	1.7	104	2.0	122	2.3	123	2.2	135	2.4	12	9.8%
	Total	92,620	5.3	54,006	5.4	12.6%	170	3.2	196	3.7	237	4.4	253	4.5	272	4.8	19	7.5%
White	Female	657,337	37.6	340,522	33.8	24.6%	2,322	43.6	2,275	43.2	2,328	43.0	2,383	42.4	2,402	42.3	19	0.8%
	Male	716,609	40.9	441,562	43.8	19.2%	1,799	33.8	1,750	33.2	1,767	32.6	1,817	32.3	1,819	32.0	2	0.1%
	Total	1,373,946	78.5	782,084	77.6	43.7%	4,121	77.4	4,025	76.4	4,095	75.6	4,200	74.7	4,221	74.3	21	0.5%
Total	Female	863,977	49.4	451,086	44.7	57.7%	3,005	56.5	2,973	56.5	3,065	56.6	3,179	56.5	3,208	56.5	29	0.9%
	Male	886,349	50.6	557,368	55.3	42.3%	2,317	43.5	2,292	43.5	2,353	43.4	2,443	43.5	2,474	43.5	31	1.3%
	Total	1,750,326	100.0	1,008,454	100.0	100%	5,322	100.0	5,265	100.0	5,418	100.0	5,622	100.0	5,682	100.0	60	1.1%

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Florida College System

College: System

Historical Track Of College Full-Time Continuing Contract Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2008-09		2009-10		2010-11		2011-12		2012-13		# DIF	% DIF
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	2011-12	2012-13
Black	Female	62,437	3.6	31,228	3.1	11.7%	206	5.7	218	5.9	205	5.3	208	5.3	205	5.2	-3	(1.4%)
	Male	44,118	2.5	21,889	2.2	6.88%	141	3.9	150	4.1	147	3.8	152	3.9	151	3.8	-1	(0.7%)
	Total	106,555	6.1	53,117	5.3	18.5%	347	9.6	368	10.0	352	9.2	360	9.1	356	9.1	-4	(1.1%)
Hispanic	Female	93,653	5.4	56,185	5.6	13.7%	194	5.4	214	5.8	240	6.2	249	6.3	251	6.4	2	0.8%
	Male	83,552	4.8	63,062	6.3	9.64%	155	4.3	169	4.6	193	5.0	201	5.1	209	5.3	8	4.0%
	Total	177,205	10.1	119,247	11.8	23.4%	349	9.6	383	10.4	433	11.3	450	11.4	460	11.7	10	2.2%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.96%	4	0.1	2	0.1	4	0.1	4	0.1	2	0.1	-2	(50.0%)
	Male	0	0.0	0	0.0	0.79%	2	0.1	2	0.1	3	0.1	5	0.1	6	0.2	1	20.0%
	Total	0	0.0	0	0.0	1.75%	6	0.2	4	0.1	7	0.2	9	0.2	8	0.2	-1	(11.1%)
Other	Female	50,550	2.9	23,151	2.3	6.75%	51	1.4	55	1.5	75	2.0	88	2.2	96	2.4	8	9.1%
	Male	42,070	2.4	30,855	3.1	5.84%	66	1.8	79	2.1	93	2.4	93	2.4	104	2.6	11	11.8%
	Total	92,620	5.3	54,006	5.4	12.6%	117	3.2	134	3.6	168	4.4	181	4.6	200	5.1	19	10.5%
White	Female	657,337	37.6	340,522	33.8	24.6%	1,521	42.0	1,548	41.9	1,588	41.3	1,642	41.7	1,638	41.7	-4	(0.2%)
	Male	716,609	40.9	441,562	43.8	19.2%	1,278	35.3	1,255	34.0	1,296	33.7	1,294	32.9	1,266	32.2	-28	(2.2%)
	Total	1,373,946	78.5	782,084	77.6	43.7%	2,799	77.4	2,803	75.9	2,884	75.0	2,936	74.6	2,904	73.9	-32	(1.1%)
Total	Female	863,977	49.4	451,086	44.7	57.7%	1,976	54.6	2,037	55.2	2,112	54.9	2,191	55.7	2,192	55.8	1	0.0%
	Male	886,349	50.6	557,368	55.3	42.3%	1,642	45.4	1,655	44.8	1,732	45.1	1,745	44.3	1,736	44.2	-9	(0.5%)
	Total	1,750,326	100.0	1,008,454	100.0	100%	3,618	100.0	3,692	100.0	3,844	100.0	3,936	100.0	3,928	100.0	-8	(0.2%)

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